Lesson Plan- Global Studies

Day 11

Lesson Title: Introduction to Natural Resources

Name of Corresponding Unit: Our Unique Place

Creator: Anne Lessard and Rachael Gustaveson

Grade Level: 7

Recommended Duration: 1 hour

Essential Question: How can learning about a new place tell us about other places?

Specific Learning Goals:

Students will begin to understand the conditions and motivations that contribute to conflict, cooperation, and interdependence among nations; and

Students will begin to question the causes, consequences and possible solutions to resource allocation, conservation, and economic development; and

Students will understand that relationship building and trade is critical when trying to accomplish a task.

Students will be able to define interdependence and explain how nations need each other when accomplishing their goals.

Lesson Overview:

This lesson is an introductory lesson to natural resources and trade. It is a simulation designed to show students the uneven distribution of natural resources in the world, and how nations trade and use their resources to meet their needs and wants. In the activity resources are distributed unevenly to student groups, and they must accomplish a set of tasks, which make it necessary to trade with other groups. The discussion that follows is crucial in laying the groundwork for future lessons that focus more specifically on natural resources, trade, and economics.

Description & Sequence:

1. In advance, prepare the manila envelopes and print the task cards.
   1. Envelopes (number may depend on class size, adjust as needed)
      1. Task 1-Group 1: 10 sheets of paper (any kind)
      2. Task 2-Group 2: 2 scissors, 10 paper clips
      3. Task 3-Group 3: 1 roll of tape, 2 pencils, 2 scissors
      4. Task 4-Group 4: 2 rulers, 2 sheets of paper (any kind)
      5. Task 5-Group 5: 1 scissors, colored markers
      6. Task 1-Group 6: 6 paper clips, glue stick

Other materials can be substituted as long as they are unevenly distributed.

1. Organize the students into six groups. The groups can be of equal size or vary. For larger classes made additional envelopes of various materials.
2. Explain to the class: Each group represents a nation and nations have resources. The resources that each nation has are inside the envelopes. Because each nation differs in size, locality, and resources, students will discover that not all nations have the same resources in their envelopes; so groups may need to trade with one another. The goal is for each group to accomplish the task that is described on the outside of the envelope.
3. Instruct students to read the task card, but do no open the envelope until they are given a signal. Inform students ahead of time that you are not available to answer questions once the activity starts. Students will ask a lot of questions about their task, try not to let them figure it out on their own. Have groups let you know when they are finished with their task.
4. Give a signal for students to open their envelopes and begin working.
5. As students work, listen to what they are saying and write down as much as you can to share with them later. Especially include comments that relate to the concepts of conflict, cooperation, interdependence, and conservation.
6. Once groups have finished their tasks, have them take turns sharing with the class.
7. Distribute Discussion Guides to each student and have them in their groups respond to the questions. After groups have discussed the questions, discuss as a whole class.
8. Create a chart on the Smartboard/White board with the concepts: conflict, cooperation, independence.

Have students categorize the quotes you recorded them saying in each of these concepts.

Pre-Assessment: None

Formative Assessment: None at this time.

Differentiation/Extension

1. Have students find a current event and explain how the unequal distribution of resources has contributed to that event.

Student-Centered Learning & Inquiry-based Learning: The simulation has little teacher interaction/guidance especially during the activity. Students are problem-solving, asking questions, and collaborating with others in their groups and the whole class.

Materials:

Six Manila Envelopes, paper clips, several pairs of scissors, roll of tape, markers, pencils, glue stick (See procedure to see a suggestion on how to organize the envelopes with these materials)

Student Discussion Guide

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:11** Students interpret geography and solve geographic problems by  
- Observing, comparing, and analyzing patterns of national, and global land use (e.g., agriculture, forestry, industry to understand why particular locations are used for certain human activities.

21st Century Skills including technology: Student-centered, inquiry-based learning, collaboration, and problem-solving.

File Attachments:

Student Discussion Guide